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(Ninguna trata de Reglamentación).

Circular Letter #166

June 21, 1928.

# Elementary School English.

1927-28

GOVERNMENT OF PORTO RICO
DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
SAN JUAN

ADDRESS ALL OFFICIAL COMMUNICATIONS TO THE COMMISSIONER OF EDUCATION SAN JUAN, P. R.

June 21, 1928.

Circular Letter No. 166.

Subject: ELEMENTARY-SCHOOL ENGLISH.

Supervisors of Schools:

A number of Supervisors of Schools have requested us to prepare at this time suggestions in connection with the work in English next year, stating that many of the teachers would like to prepare their plans during the summer months.

In accordance with the above the following instructions are being given, with the request that you have them reach your respective teachers not later than June 30.

## A - ORAL ENGLISH

Grade 1: The preparation of a notebook including the followi

a) Lessons numbered from 1 upwards, intended to teach the first five items appearing on page one of Side Light 4.

b) Lessons numbered from where the above lessons leave off, upwards, intended to teach the five hundred words listed on pages 3 and 4 of Side Light 4. These lessons are to be prepared under the Central-Idea plan.

Grade 2: The preparation of a notebook including the followi

a) Lessons numbered from 1 upwards, intended to teach the second five hundred words found in Side Light 4, and which are listed beginning at the bottom of page 4 and continuing on pages 5 and 6 of the same Side Light 4. These lessons are to be prepared under the Central-Idea Method.

Grade 3: The preparation of a notebook including the followi

a) Lessons numbered from 1 upwards, intended to teach all the words listed on pages 3, 4, 5 and 6 of Side Light 4. This being a review of the work covered in the first two grades, the lessons may be made longer and the teachers can afford to treat the vocabulary from a broader point of view. These lessons should be prepared under the Central-Idea plan and should be enough to be covered possibly during the first semester only. If this should prove to be too much, they may be extended to cover the entire year.

Grades 4, 5, 6, 7 and 8:

a) Lessons numbered from 1 upwards, on the subjects listed for each of these grades on pages 1 and 2 of C.L. No. 140 of this year's series.

These lessons are to be prepared strictly under the plan specified on pages 2 and 3 of the said C.L. No. 140.

Note: It is suggested that you make a copy for each of these teachers of the subjects listed for each grade in this circular and of the instructions as to how to prepare the lessons.

## B - READING

Grade 2:

a) Flash cards based on the new vocabulary, intended for use during the second semester.

b) Specific steps to be followed in the use of these flash cards.

Grade 3:

a) The preparation of a note-book expanding the following suggestions, intended to be used in a series of board exercises during the first six weeks of the year.

### SUGGESTIONS TO TEACHERS

A. PRELIMINARY EXERCISES IN PHONICS.

Note: (a) Give correct sound from the very beginning.
(b) Use no diacritical marks.
(c) Cross no silent letters.
(d) Pass quickly from the sounds of the letters to the families and from there to the words.

### ORDER OF TEACHING.

1. The short sound of the vowels, taking them one at a time

ă ĕ ĭ ŏ ŏ ŭ

Care should be had from the very first that the correct sound be given in each instance. In order to help teachers accomplish this, reference is here made to the corresponding sections in the Guide to Pronunciation found in the first pages of Webster's dictionaries. For the short sound of the vowels, see sections 4, 23, 44, 60, 61, 62, 89 and 90 of Webster's Secondary School Dictionary.

2. The consonants, (b) (ckq) (d) (fv) (g soft and j) (g hard as in go) (h) (l) (m n p) (r) (s z) (t) (w) (x) (y)

3. Combine the short vowels with consonants to form the following phonograms or families: ab, ad, ag, am, an, ap, as, at, ax, ack, aft, amp, and, ang, ank, ant, ash, ast, ed, eg, em, en, et, ell, end, ent, est, id, ig, im, in, ip, is, iss, it, ix, ick, ift, ill, ing, ink, ish, itch, ob, od, og, op, ot, ox, ock, ong, oss, ost, ub, ud, ug, um, un, up, us, ut, ump, ung, unt, ust, and uch.

4. Prepare and drill on lists of words of one syllable made by prefixing an appropriate single consonant to each of the above families, such as: cab, had, bag, am, fan, cap, has, cat, ax, sack, raft, lamp, hand, rang, bank, ant, ash, fast, bed, leg, them, hen, let, tell, send, cent, nest, did, pig, him, pin, lip, his, kiss, sit, six, chick, gift, will, sing, ink, fish, ditch, bob, cod, hog, hop, hot, box, lock, long, moss, lost, tub, bud, bug, drum, run, cup, bus, cut, pump, lung, hunt, dust, much.

5. The following initial combinations - bl, br, ch, cl, cr, dr, fl, fr, gr, kn, pl, pr, qu, sh, sk, sl, sm, sn, sp, st, sw, th, tr, wh, wr.

6. Combine the long sound of vowels with final consonants to make the following phonograms: ay, ace, ade, age, ake, ame, ane, ale, ate, ave, e, eed, een, eep, eal, eam, ear, eat, each, y, (long i), ice, ide, ife, ile, ine, ite, ive, ize, o, ode, oke, old, olc, ome, ope, ore, ose, ost, ote, own, ube, une, ure, ew.

7. Prepare and drill on lists of words of one syllable made by prefixing an appropriate single consonant or combination of consonants to make such words as: day, face, made, page, cake, name, cane, sale, plate, gave, we, see, seed, seen, sheep, meal, cream, ear, seat, peach, sky, mice, side, knife, smile, nine, kite, five, size, go, rope, broke, cold, hole, home, rope, store, nose, post, wrote, own, tube, June, pure, few.

8. Sounds of: oo, oo, oo (=u), (au, aw), (oi, oy), (ou, ow), Italian a, a, er: (moon, shoe, two, do, through, screw, true, rude, tomb, whom, lose) (good, could, put, bull) (cause, broad, bought, salt, draw, chalk, ball) (boil, quoit, boy, buoy), (cloud, town) (car, aunt, laugh) (care, hair, wear, there, their) (her, bird, fur, earth, worse, worth).

9. Spelling. Scheme:
   1. Teach the alphabet.
   2. (a) Write word on the board.
      (b) Have pupil pronounce it and use it in a sentence.
      (c) Erase or cover word and have it pronounced and spelled.

Teach an average of three words a day and on Friday review all the words taught during the week.

B. HOW TO TEACH LESSONS.

STEPS.

1. Brief remarks about the story read the previous day.
2. Write the lesson phonograms on the board with the lists of words illustrating them and have a quick drill for correct pronunciation.
3. Call for a few short sentences using some of the words illustrating the phonograms.
4. Study the words in exercise I, both for pronunciation and meaning.
5. Brief description of the illustration as a means to stir children's interest.
6. Reading of the lesson, no child reading at first more than one complete thought.
7. Reading of the entire lesson by not more than three different children.
8. Questions about the story.
9. Study of phrases for expression and meaning.
10. Filling of blanks.

Very truly yours,

(Signed) JUAN B. HUYKE;
Commissioner of Education.

jpb/mb